

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.	
Grade Level/Band Standard:	8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments.	
Student Friendly Language:	I can explain how government decisions are affected by many sources.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.C.1.2 Explain how rules and laws change society and how people change rules and laws. - The US government process of how a bill becomes a law. ● 5.H.3.1 Explain why individuals and groups during the same historical period can differ in their perspectives. - Individual citizens, groups (lobbyists), and media influence elected officials to advance their views in the government. <ul style="list-style-type: none"> ○ For instance, the issue of slavery has had various groups wanting the US government to do enact different laws throughout the course of US history. Even now, the debate of monuments is tied to what historical lens people are utilizing. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● How the U.S. governmental power is derived from the people, and how the government’s actions are influenced by multiple points of view. 	<ul style="list-style-type: none"> ● Why the job of local, state, and national governments is to hear all opinions and decide which course of action is best for its citizens. 	<ul style="list-style-type: none"> ● Explain how you can organize with others to affect political parties, media, and the government. ● Complete a list of proposed questions and/or solutions that local/national individuals, groups, and organizations should address to make improvements. ● Critique and appraise events that demonstrate how individuals and groups have succeeded or failed to build a relationship with their government.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Explain ● Influence ● Media ● Citizenship ● Legislation ● Protesting ● Lobbying ● Constituents 	<ul style="list-style-type: none"> ● That government members just make decisions without having discussions or researching issues. ● That elected officials do not represent their constituents. ● That all media is “fake” news. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 7	<ul style="list-style-type: none"> ● The Oceti Sakowin Tribal members have shown resilience and self determination in the midst of negative media, federal policies and treaties. 	
<i>Vertical Alignment</i>		
<p style="text-align: center;">Previous Learning Connections</p> <ul style="list-style-type: none"> ● See Prior Knowledge Section Above 	<p style="text-align: center;">Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will examine how citizens impact the government. ● ELA Connection: 8.SL.4 Present claims and finding, emphasizing salient points in a focused coherent manner with relevant evidence. 	<p style="text-align: center;">Future Learning Connections</p> <ul style="list-style-type: none"> ● High School Civics Connection 9-12.C.5.6 Students will critique consistencies and inconsistencies throughout a variety of media sources ● High School Civics Connection 9-12.C.5.9 Students will demonstrate and/or show examples of how technology has changed the way people participate beyond their traditional sphere of influence.
<i>C3 Framework Relevant Skills and Applications</i>		

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Evaluating Sources and Using Evidence:

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.
- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

Developing Claims and Using Evidence:

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations.
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- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations.
- D4.4.6-8. Critique arguments for credibility.
- D4.5.6-8. Critique the structure of explanations.

Taking Informed Action:

- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Example strategies to reach depth and intention of the standard

- Form small groups and discuss how you can organize with others to affect political parties, media, and the government
- Complete a list of proposed questions and/or solutions that local/national individuals, groups, and organizations should address to make improvements.
- Examine different media outlets to determine media bias and compare with facts.

Possible Civic Engagement Activities

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
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<ul style="list-style-type: none">● Become involved in an organization you believe in.	<ul style="list-style-type: none">● As a class, students will create a list of all of the school related and community groups that are involved with citizenship or work to improve the community. Once a list is completed, students will speak of their experiences with these groups, or if known experience is present in class, complete cursory research to what the group does. The teacher will then invite these groups to speak about how students can become involved with their work and how their actions can benefit their community. Since this work involves students meeting groups outside of school, parents should be notified and be a part of the process as much as possible.
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